**Grammar Mini-Lesson: Check-list**

**Slide 3: Setting: I say…**

* The setting tells the reader where “they” are as they personally experience the story.
  + Readers need to be able to visualize where your story is taking place so that they can believe in it
* Gives the reader special insights about the characters in the story
  + If you want to tell your readers about a certain character in your story, you might describe their environment: a place of work, school, where they live
* Clues the reader into your tone: how you (the author) feel about what happens in the story, and the mood: how the reader should feel about the characters, and even the topics you write about
  + If you want your readers to know that something bad is going to happen (foreshadowing) you might consider a gloomy, or scary setting

**Activity: Vivid Verbs and Descriptive Adjectives: I say…**

* Including vivid verbs that show action and descriptive adjectives are both good ways to help paint visual picture for your reader.
* Focus on WHAT you are describing and who or what is performing the action
* Let’s look at some examples.

**Slide 4: Junk Yard Finds**

* Ask Students: What might you find in a Junk yard?
* Students verbally respond.

**Slide 5: Shared Reading of F. Scott Fitzgerald’s story “The Crack-Up”**

* “Seen in a junk yard. Dogs, chickens with few claws, brass fittings, T’s elbow, rust everywhere, bales of metal 1800 lbs., plumbing fixtures, bathtubs, sinks, water pumps, wheels, Fordson tractor, acetylene lamps for tractors, sewing machine, bell on dinghy, box of bolts (No.1), van, stove, auto stuff (No. 2), army trucks, cast iron body, hot dog stand, dinky engines, sprockets like watch parts, hinge all taken apart on building side, motorcycle radiators, George on the high army truck”
* I ask students: What words or images stick out to you the most? Why?

**Hand-Out: Shared Reading + Activity: Students will….**

* Listen and read the excerpt from John Updike’s description of Central Park.
* Draw a picture of the setting being described.
* Answer the questions at the bottom of the page.

**Slide 6: Discussion: Annie Proulx’s description of an auditorium in “The Shipping News”**

* Tell students: I will read this passage and I want to you close your eyes and try to imagine the images as they come to.
* I read: “The auditorium was jammed. A sweep of best cloths, old men in camphor-stinking black jackets that gnawed their underarms., women in silk and fine wools in colors of camel, cinnabar, cayenne, bronze, permission, periwinkle, Aztec red. Imported Italian pumps. Hair crimped and curled, lacquered into stiff clouds. Lipstick. Red circles of rouge. The men with shaved jowls, Neckties like wrapping paper, children in sugar pink and cream. The puff of scented bodies, a murmur like bees over a field. (Proulz 1993, 275-76)
* I Say…Think about the imagery here. Are the images all visual? What other senses do you employ as you imagine the images?
* What do you notice about the words used?

**Slide 7: The words highlighted in blue are all nouns**

* Remember, a noun is a word used to describe a person, place, or thing

**Slide 8: The words highlighted are all part of noun phrases**

* Remember that a noun phrase is phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun.

**Slide 7: Assessment: Your Turn! (home work if not completed in class)**

* On a piece of notebook paper, make a list of things you might find in a classroom, your bedroom, even a purse or a wallet, or some other environment that could be used as a setting. Write your list in paragraph form.
* Use nouns to make your list and avoid over description or exposition. Just let the list tell the story.